



ANNUAL ASSESSMENT REPORT

2018-2019

NORTHLAND

Annual Assessment Report 2018-2019

Introduction

The Annual Assessment Report reviews and highlights the various areas of assessment at Northland Community and Technical College. A primary focus of this report is Academic Assessment. This report also includes other areas of ongoing assessment that occur at Northland, including regular student surveys and student service assessment. Included within the review are analyses and observations of overall trends and patterns at Northland.

Table of Contents

Introduction	1
Institutional Learner Outcome (ILO) Assessment.....	2
Annual Program Assessment Summary.....	6
Five Year Program Review	7
Certification and Licensure Exam Scores	9
Service Graduation Requirement	10
Graduate Placement Data.....	11
Student Surveys	16
Survey of Entering Student Engagement (SENSE) (administered Odd Falls)	16
Community College Survey of Student Engagement (CCSSE) (administered Even Springs)	18
Survey of Enrollment Experiences (SEE -annually)	19
Graduate Exit Survey (collected each term)	21
Employer Survey (collected annually)	23
College – Other Regular Surveying	24
Campus Climate – Employee	24
Campus Climate – Students	25
Technology – Employee (Annually)	25
Technology – Student (Annually).....	25
Student Affairs Key Performance Indicators	25
Advisory Board Meeting Summary	26
Summary of HLC Quality Initiative activities for year	26
Northland Highlights for Year	26

Institutional Learner Outcome (ILO) Assessment

Northland's Institutional Learner Outcomes can be found from <http://www.northlandcollege.edu/about/>. Institutional Learner Outcomes are learner outcomes that all graduates of Northland Degree programs should demonstrate. The five ILOs are: (1) Communications Skills, (2) Critical Thinking Skills, (3) Global and Civic Responsibility, (4) Information and Applied Technology, and (5) Personal Development.

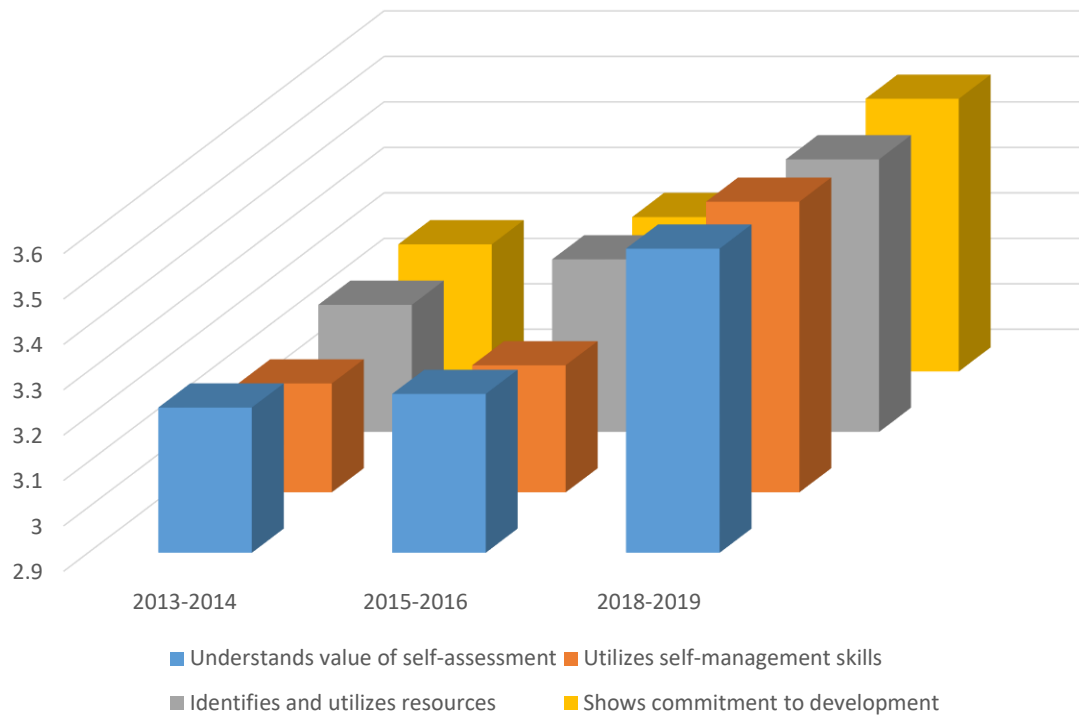
Our assessment of these five outcomes occurs on a rotation, with two of the five outcomes assessed each academic year. The rubrics for assessing these outcomes are available in the Brightspace "Assessment and Program Review" course. At this point, we have at least two years of data for each ILO as it gets assessed. This provides us with a baseline for these five ILOs at Northland.

Each of the five rubrics assess four cognate areas. For Communications Skills, for example, these four are: 'Main idea is appropriate, clear and well-formulated,' 'Organization is clear, logical, and suitable for the assignment,' 'Recognize the situational aspects of communicating,' 'Understand and apply the conventions of discipline-specific language.' These are identified in the graph below for this ILO. Each of these cognate areas are assessed on a four point scale: (1) Deficient; (2) Minimally Competent; (3) Competent; (4) Highly Competent. An average score of 3.0 or higher on a given cognate area reflects that graduates are attaining competency for that area within the ILO. For example, on the graph below for Communication Skills, our students averaged between 3.05 and 3.40 for all four cognate areas over three different assessment years (2013-2014, 2016-2017, and 2018-2019).

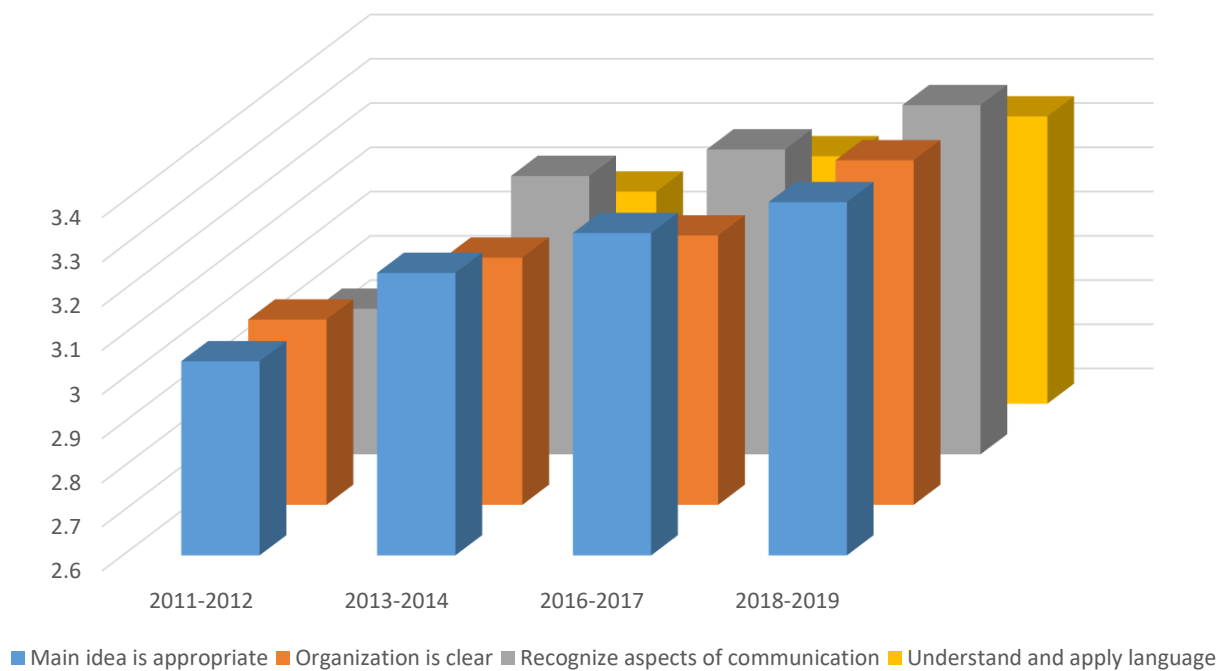
In 2018-2019 we assessed ILO 5: Personal Development and ILO 1: Communication. The graphs below provide a visual summary of the outcomes of assessment for these ILOs. Note that the scale is "expanded" in order to that one can visually see the variation within the graph – the scale does not include the full 1.0 - 4.0 scale. The pair of graphs below show the results for this academic year and compare these to our prior assessment of each of these outcomes.

We began our Higher Learning Commission Assessment Academy work in June of 2018. The wording of the five outcomes is being updated, as well as the rubrics to assess the outcomes. We are mid-way through the work on the ILOs within the context of the broader academy project. During the 2019-2020 academic year, new rubrics for ILO 2: Critical Thinking and ILO 3: Social Engagement will be used. *(Note: As part of reworking ILO 3, the name of the outcome itself was changed to better represent the outcome. Going forward it will be "Social Engagement.")*

Personal Development ILO



Communication ILO



ILO Course Assessment Summary

The 2018-2019 data for Personal Development is based on assessments performed on the work of 245 students in 11 different courses and 18 different classes (or sections). Multiple sections of Nutrition (BIOL 2131) and Practical Nursing Clinical Care II (PNSG 1286) were assessed. Of the 11 courses, seven were within technical programs, and the remaining four were from general education. The chart reflects improved performance of students in the four primary cognate areas of the ILO rubric from the two prior assessments.

The 2018-2019 data for Communication is based on assessments performed on the work of 181 students in nine different courses and 13 different classes (or sections). Multiple sections of Composition I (ENLG 1111) and Interpersonal Communication (SPCH 1103) were assessed. Of the nine courses, two were within general education and seven were from technical programs. The chart reflects steady improvement in all four cognate areas over the three prior assessments of the Communications ILO.

Analysis of Results

Overall the results reflect just decent participation for designated general education courses, with a consistent number of student works being assessed for this year. With the structure of ILO assessment at Northland, technical programs may have certain of the institutional outcomes assessed within the general education courses. For example, a technical program whose students must take SPCH 1103: Interpersonal Communication, may forego assessment of this outcome within the program knowing the students are assessed for this outcome in the general education class.

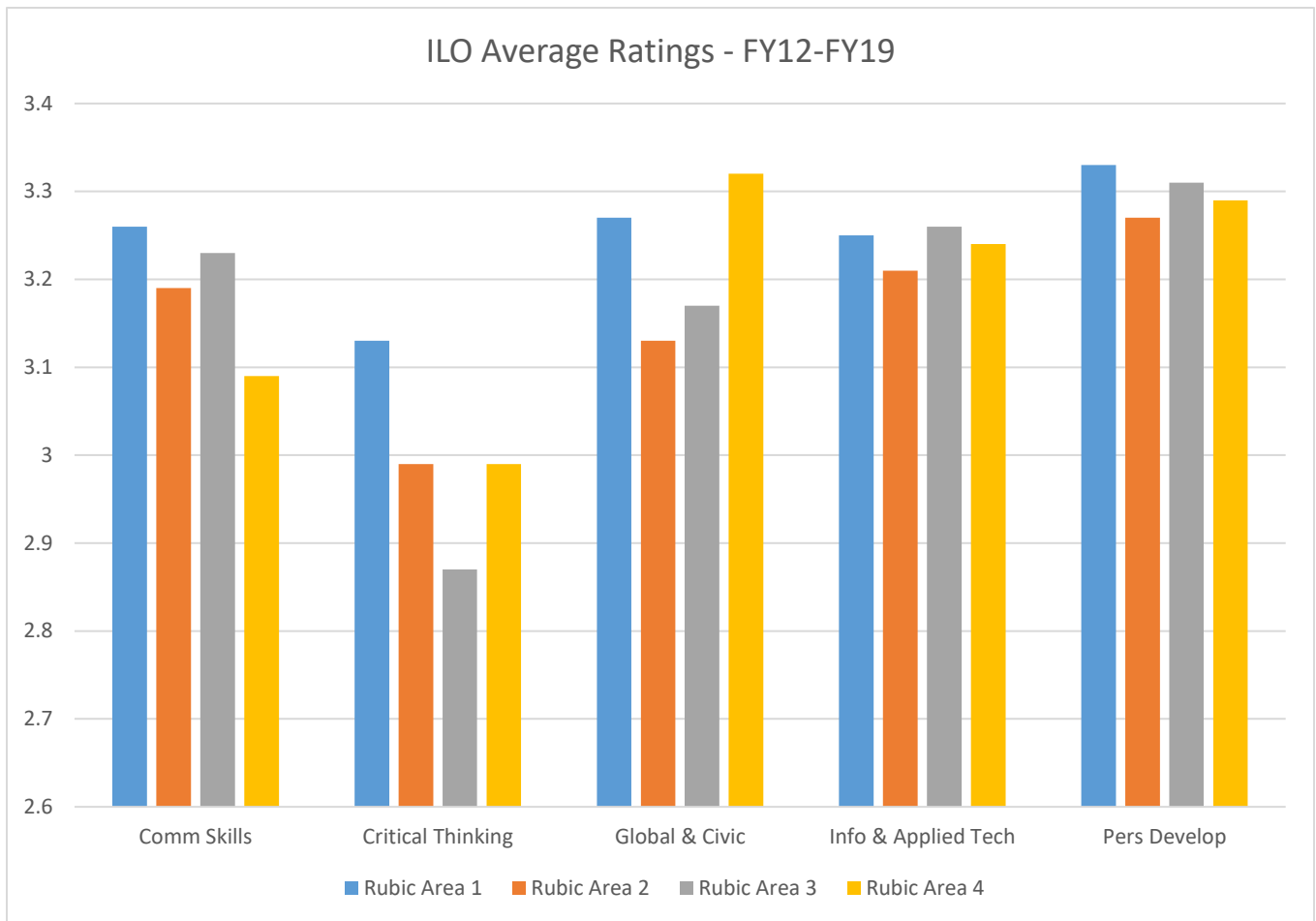
Actions Identified

Overall, ILO assessment for 2018-2019 reflects that students are meeting outcomes on the whole, with scores above 3.0 in all cognate areas.

Through Northland's participation in the HLC Assessment Academy beginning in the Spring of 2018, ILO assessment is being revisited with the intention of making the measured outcomes more meaningful for programs and faculty participating. In particular, we are working to have ILO data that better informs and drives instructional or curricular improvement rather than data merely that reflects whether Northland students are attaining ILO outcomes.

Overall ILO Assessment for Northland

In addition to tracking the pair of ILOs assessed in each academic year, we track in this report the overall outcomes of ILO assessment. Beginning in the 2012-2013 academic year, to current, the chart below reflects the average rating for each of the four cognate areas assessed by our rubrics for each of the five ILOs.



Personal Development and Communication skills are both strong areas for Northland. Within the HLC Assessment Academy Project, our newly structured Critical Thinking and Social Engagement (formally, Global and Civic) outcomes will be assessed. A critical piece of the process of the implementation of these revised outcomes will be assuring that, in addition to the wording of the outcomes and the rubric tools applied to assess them, that the process itself better informs instructional work at the course level.

Annual Program Assessment Summary

Assessment Summary with highlights from 2017-2018

Career and Technical Programs at Northland conduct annual program assessments, including direct and indirect measures of student learning outcome attainment. This report summarizes the participation level and provides highlights of actions taken as a result of program assessment results. Full participation would be 38 (approximately, as program areas come on or off line).

Annual CTE Program Assessment	14-15	15-16	16-17	17-18	18-19
Number of Program Areas Reporting	26	28	28	31	33
Number of Program Areas Reporting Actions	11	11	8	4	14

The completed annual program assessments from 2018-2019 are available on the college share drive:
N:\APR Archive\Annual Program Assessment Plans.

Highlights and actions by programs 2018-2019:

- Administrative Professional: While Northland program NOCTI results (84.6%) exceeded both State (77.6%) and National (76.2%) benchmarks, program will focus on improving program learning outcomes in those areas where students did not score above 75%.
- RN: Using test question discrimination to analyze question strength; continued integration of ATI into curriculum of courses. Improved NCLEX-RN pass rate on first attempt from 74% to 85%.
- Automotive Service: NATEF Certification reviewed and met within reporting cycle.
- Aviation improved exit and employer survey results through increased direct communication with graduating students and employers about the importance of this to the program.
- Carpentry: Students exceeded national average on NOCTI results. Finish work is identified as an area for improved learning for students.
- Computer Networking: Network Planning & Design, was targeted for improvement and scores went from 62.9 to 70.0 (exceeding the 2019 national average of 62.4%).
- Dietetic: Reviewing recommendations from advisory board and based on students enrolled: May develop a three year progression plan, as well as the existing two year progression plan, to better meet the needs of non-traditional students enrolled.
- Early Childhood is modifying the portfolio project to incorporate additional interim due dates to assure a higher successful completion rate. The course with this project is also being further modified to meet the new ASPathway requirements.
- Fire Tech: Identified issues with hazardous materials based on FFI test results and will adapt instruction to improve this.
- PN: Received initial national accreditation by NLN CNEA Feb. 2019.
- PTAS: Initiating a new exam remediation policy to help with retention and graduation rates. This is a result of the TEAS not being as effective as hoped for the program in this regard.

General Education/Liberal Arts and Sciences Annual Assessment

NOTE: 2017-2018 saw annual program assessment re-integration for this area. This area had been doing annual assessment prior to 2012, but with introduction of ILO assessment, these areas were given a hiatus to build and develop ILO processes as much of the burden of this work was thought to fall on the general education requirements for the institution. With ILO processes in place, the call for these areas to conduct annual program assessment is back out, beginning in 2016-2017. The goal is to have twelve discipline areas reporting a year.

Annual General Ed/Lib Arts and Sciences	10-11	11-16	16-17	17-18	18-19
Number of Disciplines Reporting	4*	NA**	6	2	7 (9)
Number of Disciplines Reporting Actions	2*	NA**	5	2	5

*Only four on file. Original data was lost for this timeframe, and not all of those reporting are accounted for.

**Though, as noted above, reporting was not required for 2011-2016, the following discipline areas did report: Chemistry: 13-14; 14-15; 15-16; English: 12-13; Math: 15-16; Psychology: 12-13.

In 2018-2019, seven disciplines reported, with two disciplines reporting independent assessments by campus for a total of nine reports. This is improved participation from the prior two years. We should note that there is ongoing participation from Liberal Arts in ILO assessment.

Highlights of actions by disciplines in 2018-2019:

- Portfolio assignments will be modified to better step students through developing/advancing their critical thinking skill.
- Adding additional teaching material to better support acting pieces that are more culturally remote for students.
- New smart boards in science lab will be used to incorporate additional problem-based learning activities to improve critical thinking program outcomes.

Five Year Program Review

Academic programs do a full program review on a five year cycle. Programs completing their Five Year Reviews in the 2018-2019 academic year included:

- Architecture
- Business
- Farm Operations and Management
- HVAC
- Practical Nursing
- Respiratory

Programs slated to complete their review in 2018-2019 that did not complete the review:

- Commercial Vehicle Operator NOTE: Adjunct Faculty, did not run a Spring cohort. No report submitted. Currently exploring a non-credit delivery mode through Workforce Development Solutions (aka, COI).

Highlights from completed program reviews:

The completed reviews are archived and available on the college share drive: N:\APR Archive\Program Review. Some key highlights from these reviews include:

1. Architecture: To look at developing a “first year exit” survey to identify and address issues that prevent first to second year retention. Report identifies some curriculum adjustments as a result of examining the learning outcome alignments. Needs for printers (Plotters) have been met through leveraged equipment purchases. Lab area needs one new set of chairs. May also need to look at virtual reality and 3D needs to keep program current.
2. Business AS (Transfer Pathway): This AS degree recently aligned with the Minnesota State Transfer Pathway. As a result the curriculum is new in some respects, without a lot of data on the recent changes available. The program notes a steady FYE increase, that may coincide with adding the offering fully on the EGF Campus. As a result, this FYE increase is offset by relatively steady faculty/student ratios and course fill rates. This dynamic may also be the result of an increase in part-time students. A full exploration of course fill-rates is recommended in the report to try to improve efficiency. A detailed examination of grad rate is provided; grad rates are low in part due to the major often serving as a second major (with students graduating in the first major).
3. Farm Operations and Management: The review notes that the alternate calendar contributes to the program success. Enrollment, however, is also cyclic with the farm economy. A curriculum modification (ordering) to improve completion is suggested. A look at using a science lab to meet limited lab needs for this program should take place. Program recognizes challenges in maintaining currency with advances in operations especially (precision ag and use of UAS), though the core of the program is on business management.
4. HVAC: Program notes the advantages of the Forx Project house for gaining experience for the students. Data suggests a change in the diploma and alignment with plumbing for an AAS has resulted in steadier enrollment overall. A need for text communication capacity in marketing and enrollment is noted. Report identifies revising some program outcomes as a result of looking at alignment, and the need to keep current. We may want to review the lab schedule to assure the shared lab space is effectively used without significant overlap by the three program areas.
5. Practical Nursing: The program shifted to a 44 credit diploma from an associate degree (AAS). This change, as well as preparation for the 2018 on site program accreditation visit were successful. The curriculum mapping revealed some fairly minor adjustments to be made. Attention to advising for distance ed students is needed. A quicker peer tutor set up process is also needed for the program. Program will continue to track student success and completion.
6. Respiratory: Analysis reflects an improvement in retention after implementation of TEAS. Overall enrollment remains a key challenge. Program is preparing to adopt a hybrid model to address this. Other recruiting suggestions should be reviewed with marketing and academics. A new preceptor training was recently developed and implemented.

Certification and Licensure Exam Scores

Students in many Career and Technical Programs at Northland take state, national, or industry certification and licensure exams. This section tracks the pass rates on these types of exams.

Certification and Licensure Exam Pass Rates*	14-15	15-16	16-17	17-18	18-19
Automotive Service Technology – 8 ASE Areas	92%	94%	94%	96%	100%
Commercial Vehicle Operation – Class A CDL	85%	N/A	87.5%	69%	N/A
Criminal Justice – Minnesota POST Exam	92%	100%	65%	94%	
Commission on Dietetic Registration Exam		No Data	New	Program	100% (1 st)
Fire Technology – MN Fire Cert Board: FFII	No Data	100%	90%	83%-5/6	100%
HVAC – EPA Refrigeration License Exam	30%		90%	90%	
Nursing – NCLEX-PN (1 st attempt)	86.4%	86.1%	88.2%	92.4%	
Nursing – NCLEX-RN (1 st attempt)	86.3%	84.4%	73.75%	85.14%	
Occupational Therapy Assisting - NBCOT	90%	100%	92%	91%	
Pharmacy – PTCB Certification	91%	92%	77%	50% (1 st)	
Phlebotomy – NHA Exam	100%	100%	88% (1 st)	100%(1 st)	90% (1 st)
Physical Therapist Assist - NPTE (1 st attempt)	100%	86.7%	92.9%		
Radiologic Technology – ARRT (1 st attempt)	77%	91%	93%	100%	
Respiratory Therapy – CRT (3 year median)	90%	90%	96%		
Surgical Technician – National Certification	100%	100%	83%	100%	91%

*NOTE: Certain programs are tracked and published within the Minnesota State system on the Minnesota State Dashboard: <http://mnscu.edu/board/accountability/index.html>. These include LPN, RN, Police Officer, and Radiography. These specific program Licensure Exams Pass Rates may vary from those reported here as they are tracked by calendar year, and not by student cohort as is Northland program practice.

**Final year that scores are reported separately for TRF and EGF cohorts. This score is an average of these two. EGF: 78.5%. TRF: 80.95. Averaging these two scores does not fully weight for the students in each cohort, however, the difference between the two cohorts is not large.

Analysis of Certification and Licensure Exam Scores

Many of these lag one year in reporting on the Annual Program Assessment Reports. Hence, not all areas are reported for the 17-18 academic year. In some instances the 17-18 year reflects first attempt only in programs that typically report overall pass rate. Program areas that only report the first attempt pass rates indicate this by the program name.

A couple of areas are worth emphasizing.

Within the Physical Therapist Assistant program the TEAS V scores for admissions have been adjusted. This is in part in response to performance on the NPTE, and should help address the drop in 15-16 scores (see 16-17 report). This strategy appears to be working based on 16-17 results.

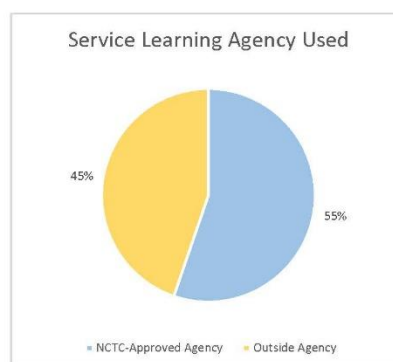
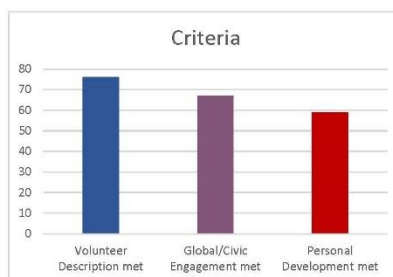
Radiologic Technology began administering a mock test in the 2nd Fall term between 14-15 and 15-16. This has resulted in a significant improvement in the pass rate on first attempt for these students.

Criminal Justice – Minnesota POST Exam result for 16-17: These scores are first attempt, and reflect a significant drop in performance from prior year's results (also first attempt). Many in this cohort retook and passed. Others in this cohort went into other related fields (e.g., dispatch, corrections officer, etc) and did not retake. Review showed that students with low course grades were also those unsuccessful on the POST exam. To address this, a minimum of a 2.0 GPA for required program courses was added within the program, as well as an attendance requirement in required program courses.

Service Graduation Requirement

FY19 Service Learning Assessment

NCTC Statistics	
Passed	76
NCTC-Approved Agency	42
Outside Agency	34
Volunteer Description met	76
Global/Civic Engagement met	67
Personal Development met	59



This graduation requirement for Associate degrees was implemented in 2017-2018. 2018-2019 is the first graduating class required to meet the requirement. The assessments for this are tied to the Institutional Learner Outcomes for Global and Civic Responsibility and Personal Development. The assessment tool is revised to adjust for revisions for Global and Civic, now titled Social Engagement. To meet the requirement, they must demonstrate meeting at least one of these two outcomes through the required reflection paper.

Graduate Placement Data

The following table tracks graduate placement in work related to their degree, over a five year period. For the more detailed report, including total graduates, full-time and part-time related work, seeking work, and unrelated work, see: <http://www.northlandcollege.edu/services/placement/stats/>.

Summary of Results

Program	2014		2015		2016		2017		2018	
Available for related work/ Related Employment Rate	Avail	Rate	Avail	Rate	Avail	Rate	Avail	Rate	Avail	Rate
Accounting, EGF	5	80.00%	5	80.00%						
Accounting Clerk Micro	2	50.00%	1	100.00%						
Accounting Clerk					5	60.00%				
Accounting, AAS									0	
Admin Assist, EGF	6	83.30%	3	100.00%						
Admin Assist, AAS					1	100.00%	5	100.00%	3	100.00%
Admin Support	10	100.00%	4	100.00%	4	100.00%	6	83.30%	3	100.00%
Admin Support Software Specialist, AAS	1	100.00%	N/A	N/A	0		0		2	100.00%
Admin Support Micro-computer Specialist, DIP	1	100.00%	N/A	N/A	0				1	100.00%
Advanced Agricultural Commodity Marketing, CERT	0	0.00%	N/A	N/A			0			
Advanced Farm Business Management – ATC, TRF	1	100.00%								
Advanced Farm Business Management – ATC CERT Online	0	0.00%								
Advanced Farm Business Management, ATC					1	100.00%	6	100.00%	3	100.00%
Advanced Rescue	5	100.00%	7	71.40%	0		3	33.30%	0	
Agricultural Commodities Marketing – O.C.	1	100.00%								

Agricultural Commodities Marketing, CERT	2	100.00%								
Applications in Farm Business Management, CERT							9	100.00%	7	100.00%
Architectural Technology and Design, AAS, EGF	3	100.00%	9*	100.0%*						
Architectural Technology and Design, Certificate, EGF	2	100.00%								
Architectural Technology and Design, Diploma, EGF	3	100.00%	3	100.00%						
Architectural Technology and Design, AAS					3	66.70%	5	40.00%	5	60.00%
Architectural Technology and Design, DIP					5	60.00%	5	60.00%	7	71.40%
Auto Body Collision Tech, AAS	1	100.00%	0	0.00%					1	100.00%
Auto Body Collision Tech, DIP	3	33.30%	2	100.00%			0		1	100.00%
Auto Electronics and Drivability	2	0.00%	3	100.00%	4	75.00%	3	33.30%	6	66.70%
Auto Engine Repair, Suspension, and Brakes	0	0.00%	4	100.00%	5	100.00%	1	0.00%	3	33.30%
Auto Service Tech, AAS, TRF	1	100.00%	2	100.00%						
Auto Service Tech, Diploma, TRF	5	40.00%	2	100.00%						
Auto Service Tech, AAS					3	66.70%			3	100.00%
Auto Service Tech, DIP					1	100.00%	1	0.00%	4	75.00%
Aviation Maintenance Tech, AAS	4	75.00%	4	100.00%	10	70.00%	5	20.00%	6	100.00%
Aviation Maintenance Tech, DIP	5	60.00%	8	87.50%	7	28.60%	8	12.50%	3	66.70%
Aviation Maintenance Tech Plus, CERT					0		11	36.40%	1	0.00%

Associate Accounting, AAS					7	71.40%	6	83.30%	3	33.30%
Business	10	90.00%	5	100.00%	8	62.50%	3	33.30%	13	69.20%
Cardio Tech—Invasive	1	100.00%	3	100.00%	1	100.00%				
Carpentry—Residential	9	77.80%	7	71.40%	5	0.00%	3	66.70%	6	83.30%
Cisco Networking	7	85.70%	7	85.70%	3	66.70%	3	66.70%	5	60.00%
Collision and Refinishing Tech	N/A	N/A	4	100.00%	3	66.70%	2	100.00%	6	100.00%
Commercial Vehicle Operator, CERT	7	100.00%	8	87.50%	6	0.00%	4	25.00%	5	0.00%
Computer and Network Tech	7	85.70%	6	100.00%	4	50.00%	7	42.90%	3	66.70%
Construction Electricity, EGF	14	100.00%	10	90.00%						
Construction Electricity, DIP					13	23.10%	11	45.50%	7	85.70%
Construction Plumbing	6	66.70%	6	83.30%	7	28.60%	11	18.20%	4	100.00%
Criminal Justice, AS	9	88.90%	3	33.30%	7	57.10%	7	57.10%	9	77.80%
Criminal Justice, CERT	1	100.00%	N/A	N/A	0		0			
Criminal Justice, DIP	3	66.70%	1	100.00%	1	0.00%	2	100.00%	4	100.00%
Current Issues in Farm Business Management, CERT	30	100.00%			26	88.50%	128	100.00%		
Customer Service, EGF	0	0.00%	4*	100.0%*						
Customer Service, CERT					1	0.00%	1	0.00%	1	100.00%
Digital Marketing, CERT							0		1	100.00%
Digital Marketing, AAS									1	100.00%
Digital Media Production, AAS	1	100.00%			0					
Digital Media Production, CERT	0	0.00%								
Dietetic Technician									1	100.00%
Early Childhood, EGF			8*	75.0%*						
Early Childhood, Online	4	100.00%								
Early Childhood and Paraprofessional Ed, AS					4	50.00%	3	100.00%	10	90.00%

Electronic Tech Marketing, DIP					5	80.00%	2	100.00%		
Electronic Tech Marketing, AS,	N/A	0.00%					1	100		
Electronic Tech Marketing I, CERT			4	75.00%	4	50.00%	12	100.00%	3	100.00%
Electronic Tech Marketing II, CERT, TRF	1	100.00%	3	100.00%						
Electronic Tech Marketing II, CERT	7	100.00%			4	100.00%	7	71.40%	4	100.00%
Electronic Tech Marketing, DIP, Online	1	100.00%								
Electronics Technology /Automated Systems	3	100.00%	9	88.90%	5	100.00%	6	83.30%	8	87.50%
Essentials of Farm Business Management	24	100.00%	0	0.00%	0		26	100.00%	18	100.00%
Farm Ops and Management	11	90.90%	10	100.00%	4	100.00%	15	100.00%	4	100.00%
Fire Service Prep	4	100.00%	3	66.70%	1	100.00%	2	50.00%	1	0.00%
Fire Technology	7	85.70%	9	66.70%	4	25.00%	3	33.30%	1	0.00%
Firefighter/Paramedic	2	100.00%	3	66.70%	0		1	0.00%		
General Agriculture									0	
Geospatial Intelligence Analysis			9	77.80%	6	16.70%	2	50.00%	1	100.00%
Health and Fitness Specialist	0	0.00%	2	100.00%						
HVAC, AAS	0	0.00%	N/A	N/A						
HVAC, DIP	7	85.70%	6	100.00%	7	42.90%	5	60.00%	7	42.90%
HVAC/Construc, AAS					1	0.00%			1	100.00%
Health Science Broad Field, AS					1	100.00%			1	100.00%
Imagery Analysis	5	40.00%	1	100.00%	1	0.00%				
Intensive Care Paramedic, AAS					3	33.30%	3	100.00%	3	66.70%
Intro to Arch Tech and Design			10	100.00%	3	10000.00%	5	40.00%	7	57.10%
Lean Manufacturing / Continuous Improvement	1	100.00%					1	100.00%		
Liberal Arts and Sciences, EGF	25	72.00%	60	85.0%*						

Liberal Arts and Sciences, AA	1	100.00%			44	61.40%	30	56.70%	47	57.40%
Liberal Arts and Sciences, TRF	15	60.00%								
Manufacturing Principles, CERT									1	0.00%
Manufacturing Tech, AS	0	0.00%			1	0.00%	0		1	100.00%
Massage Therapist	3	100.00%	4	25.00%	0		0			
Medical Admin Assistant, AAS	5	100.00%	5	100.00%	1	0.00%	3	33.30%	4	0.00%
Medical Coding Specialist, CERT							1	0.00%	0	
Medical Coding Specialist	3	66.70%	12	66.70%	3	0.00%	1	100.00%	4	50.00%
Medical Office Specialist	5	100.00%	7	85.70%	0		4	50.00%	4	0.00%
Medical Transcriptions/ Editor, DIP	0	0.00%	2	50.00%	0					
New Media Production, AAS					1	0.00%				
New Media Production, DIP					1	0.00%				
Nursing, AS, EGF	31	100.00%	63	93.7%*						
Nursing, AS					30	93.30%	44	100.00%	47	93.60%
Nursing, AS, TRF	24	95.80%								
Nursing Assistant, EGF	5	60.00%	3*	66.7%*						
Nursing Assistant, TRF	6	66.70%								
Nursing Assistant, CERT					2	100.00%	2	50.00%	5	60.00%
OTA	9	88.90%	8	100.00%	13	23.10%	10	70.00%	8	100.00%
Paramedic	5	100.00%	2	100.00%						
Patient Access Specialist					0		1	100.00%	2	0.00%
Pharmacy Tech, AAS	7	85.70%	4	75.00%	6	50.00%	5	60.00%	9	100.00%
Pharmacy Tech, DIP	1	0.00%			0		0		1	100
Phlebotomy	1	100.00%	0	0.00%	4	75.00%	3	33.30%	2	50.00%
PTA	9	100.00%	10	100.00%	8	100.00%	11	72.70%	7	57.10%
Practical Nursing, AAS, EGF	19	89.50%	30	93.3%*						

Practical Nursing, AAS, TRF	4	75.00%								
Practical Nursing, DIP	3	100.00%	3	100.00%	6	100.00%	25	80.00%	32	84.40%
Practical Nursing, AAS					39	94.90%	22	72.70%		
Precision Agriculture Equip Tech, AAS							2	50.00%	4	100.00%
Production Technologies									0	
Radio Business, DIP	1	100.00%			0					
Radiologic Technician	8	100.00%	8	87.50%	7	42.90%	11	54.50%	15	100.00%
Respiratory Therapist	7	85.70%	5	80.00%	6	66.70%	5	60.00%	2	100.00%
Rescue Technician									1	100.00%
Sales, Marketing, & Management	13	84.60%	19	68.40%	13	46.20%	2	100.00%	2	50.00%
Sheet Metal Technician			4	100.00%	1	0.00%	3	100.00%	3	66.70%
Supervisory Leadership	0	0.00%	3	100.00%	2	100.00%	1	100.00%	4	75.00%
Surgical Technology	7	85.70%	11	72.70%	13	7.70%	10	90.00%	11	72.70%
Unmanned Aerial Systems Maintenance Technician	2	50.00%	3	100.00%	2	0.00%	10	40.00%	2	50.00%
Welding Manufacturing Technology, CERT							2	50.00%	1	100.00%
Welding Process Technology, CERT	1	0.00%	1	100.00%	2	50.00%	2	50.00%	0	
Welding Process Technology, DIP	7	42.90%	0	0.00%	1	100.00%	3	33.30%	1	100.00%
Welding Technology	8	87.50%	4	75.00%	4	100.00%	8	87.50%	4	100.00%

Student Surveys

Survey of Entering Student Engagement (SENSE) (administered Odd Falls)

Summary of Results

SENSE weights the scores for these results such that the overall cohort score in each year is exactly 50.0. Hence, a score above 50.0 indicates that Northland has performed above the cohort; lower than 50.0 indicates Northland performing poorer than the cohort.

Benchmark (FY)	FY2010	FY2012	FY2014	FY2016	FY2018
Early Connections	55.9	58.3	53.1	56.9	53.7
High Expectations and Aspirations	41.9	47.3	49.3	46.0	48.8
Clear Academic Plan and Pathway	53.6	58.1	59.1	58.7	59.6
Effective Track to College Readiness	49.6	51.2	50.5	49.0	51.3
Engaged Learning	50.6	45.8	47.9	48.6	54.8
Academic and Social Support Network	49.5	49.2	47.4	48.9	50.4

Over five administrations of the SENSE tool, we can see that Northland has performed fairly consistently in each of the six main areas of assessment. There is some up and down in most areas, with no clear pattern of consistent increase or decline in a single area across all five years. Engaged learning, however, does reflect four years of incremental increase. Compared to the full SENSE Cohort in FY18, Northland scored as strong or above in each of these six areas, except “High Expectations and Aspirations,” where Northland scored 1.2 points below. Compared to “Top-Performing Colleges” in the Cohort, Northland’s strongest area was in “Clear Academic Plan and Pathway.”

SENSE 2018 Highest Aspects

18e An advisor helped me to select a course of study, program, or major (CAP&P)	
Northland: 83.7%	SENSE Cohort: 66.1%
18f An advisor helped me to set academic goals and create a plan for achieving them (CAP&P)	
Northland: 66.4%	SENSE Cohort: 48.1%
19h Frequency: Worked with classmates outside of class on class projects or assignments (EL)	
Northland: 50.1%	SENSE Cohort: 37.4%
19i Frequency: Participated in required study group outside of class (EL)	
Northland: 23.6%	SENSE Cohort: 19.1%
19j Frequency: Participated in a student-initiated study group outside of class (EL)	
Northland: 33.5%	SENSE Cohort: 19.4%

These five areas are where Northland compares favorably with the overall 2018 SENSE cohort. Two of the five reflect a high level of contact and assistance from our academic advisors. The other three reflect student working together outside of class.

SENSE 2018 Lowest Aspects

18l All instructors clearly explained academic and student support services available at this college (A&SSN)	
Northland: 69.0%	SENSE Cohort: 72.9%
18o I knew how to get in touch with my instructors outside of class (A&SSN)	
Northland: 89.2%	SENSE Cohort: 88.3%
19s Frequency: Skipped class (HEA) (Response is reversed)	
Northland: 62.2%	SENSE Cohort: 76.5%
20f2 Frequency: Used writing, math, or other skill lab (EL)	
Northland: 23.4%	SENSE Cohort: 33.8%
20h2 Frequency: Used computer lab (EL)	
Northland: 45.3%	SENSE Cohort: 51.6%

These five areas are where Northland compares least favorably with the overall 2018 SENSE cohort. These are areas for improvement. The first two of these deal with academic and social support network. The third concerns high expectations and aspiration, while the last two address engaged learning.

The above summaries are reviewed through open meetings within the college, where faculty and staff are invited. This included the 12/12/2018 AASC meeting and a 3/27/19 all employee session. The following actions were identified:

- Identify institutions with high levels of student engagement and see what they do in this area.
- Discuss attendance and how to improve attendance.
- Better market services (counseling, peer tutoring, professional tutoring).
- Faculty follow-up with personalized email (EAB article)

Community College Survey of Student Engagement (CCSSE) (administered Even Springs)

Summary of Results

Benchmark (FY)	2008	2010	2012	2014	2016	2018
Active and Collaborative Learning	51.4	49.5	45.0	51.0	48.6	47.5
Student Effort	46.6	46.1	42.8	43.8	44.0	44.0
Academic Challenge	52.4	48.8	42.6	47.9	48.1	50.4
Student-Faculty Interaction	55.2	50.3	46.7	49.3	50.4	48.1
Support for Learners	50.4	49.6	48.4	47.3	48.9	48.6

Over six administrations of the CCSSE tool, we can see that Northland has again performed fairly consistently in each of the five main areas of assessment. In most areas there is not a clear trend. However, in Academic Challenge there is a four year upward trend. In this category the 2018 CCSSE Cohort was 50.0, so Northland is just slightly above it.

CCSSE: Aspects of Highest Student Engagement 2018

Worked with classmates outside of class to prepare class assignments (ACCOLABL)	
Northland: 28.9%	Cohort: 26.6%
Using Information you have read or heard to perform a new skill (ACCHAL)	
Northland: 72.5%	Cohort: 66.0%
Number of assigned textbooks, manuals, books, or book-length packs of course readings (ACCHAL)	
Northland: 71.1%	Cohort: 60.9%
Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to your program) (SE)	
Northland: 33.8%	Cohort: 28.5%
Frequency: Skill labs (writing, math, etc.)	
Northland: 25.0%	Cohort: 16.2%

These five areas are where Northland compares favorably with the overall 2018 CCSSE cohort. The first echoes a strength found in the SENSE results: Northland students work with classmates outside of the classroom on collaborate projects to a high degree compared with the overall cohort. The second area reflects that Northland students have a comparably high level of application in their educational experience. The last three areas reflect academic challenge and student effort.

CCSSE: Aspects of lowest Student Engagement 2018

Prepared two or more drafts of a paper or assignment before turning it in (STUDEF)	
Northland: 39.2%	Cohort: 50.9%
Number of books read on your own (not assigned) (STUDEF)	
Northland: 18.0%	Cohort: 20.6%
Frequency: Career counseling (SFL)	
Northland: 12.6%	Cohort: 19.6%
Frequency: Peer or other tutoring	
Northland: 4.9%	Cohort: 11.0%
Frequency: Computer lab	
Northland: 19.4%	Cohort: 32.1%

These five areas are where Northland compares least favorably with the 2016 CCSSE cohort. The first of these areas relates to writing, and reflect a lower number of papers and drafting of papers. Northland students are also less likely to read on their own than the overall cohort. Career counseling is an area where Northland does not perform as well as the overall cohort. Use of tutoring or peer tutoring as well as computer labs is also lower, which is reflected in the SENSE survey as well.

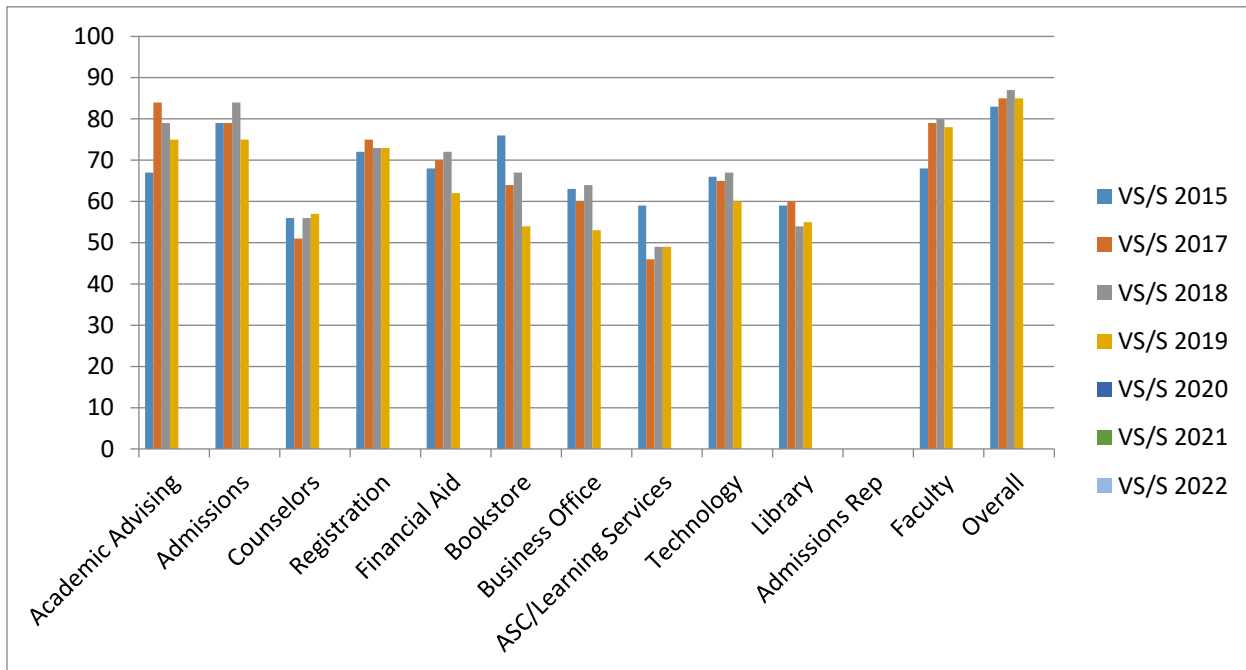
The above summaries are reviewed through open meetings within the college, where faculty and staff are invited. This included the 12/12/2018 AASC meeting and a 3/27/19 all employee session. The following actions were identified:

- Identify institutions with high levels of student engagement and see what they do in this area.
- Better market services (counseling, peer tutoring, professional tutoring).
- Identify what high performing schools are doing in these areas to see what we can learn and apply.
- Curriculum design: Some programs, like nursing, front load the general education requirements.

Survey of Enrollment Experiences (SEE -annually)

Summary of Results: This is a Northland survey conducted [annually]. It is taken by both new and returning students. Full data from this survey, including results from years prior to 2015, can be found at: N:\IR Workspace\SEE. The results here do not reflect all areas surveyed, and in particular do not reflect areas related to frequency of departments, and why students chose Northland. The chart below reflects satisfaction, over time, of specific services. (Because of timing of completion of 2018 report, no new data available for current 2019 report.)

Survey of Enrollment Experiences (SEE) Satisfaction of Services Over Time (2015-2019)



The survey results are reviewed by Student Affairs after each survey is administered during a Student Affairs Deans and Supervisors meeting. Supervisors within each area receive the results for action items.

Graduate Exit Survey (collected each term)

Summary of Results

The table below shows the number of responses and the overall average of those responses for each of the years being reported. These surveys are program specific, and consist of several questions specific to mastery of the program learner outcomes. The archived survey results can be found here: N:\Academic Affairs (shared)\Shannon Nelson Files\Program Exit Surveys. **Not updated for 2018-2019.**

Program	2014		2015		2016		2017		2018	
#Responses/Overall Average	#	OE	#	OE	#	OE	#	OE	#	OE
Accounting	9	3.13	6	3.25	5	3.48	2	3.20	2	2.95
Accounting Clerk Micro	2	3.08	1	3.33	1	3.67	0	N/A	0	N/A
Admin Assist	6	3.93	3	3.94	5	3.98	8	3.71	5	3.42
Admin Support	4	3.64	3	3.45	2	3.59	2	3.82	5	3.53
Admin Support Software	0	N/A	0	N/A	0	N/A	0	N/A	1	4.00
Advanced Rescue	0	N/A	10	3.50	0	N/A	5	3.75	3	3.25
Architectural AAS	8	3.82	4	3.39	6	3.40	6	3.81	6	3.90
Architectural Certificate	8	3.88	0	N/A	0	N/A	0	N/A	0	N/A
Architectural Diploma	8	3.74	2	3.09	8	3.52	8	3.44	9	3.86
Auto Body AAS	2	3.67	6*	3.45*	6*	3.60*	0*	N/A*	3*	3.81*
Auto Body Diploma	5	3.69								
Auto Engine, Susp & Brakes	0	N/A	0	N/A	0	N/A	0	N/A	3	3.71
Automotive AAS	2	3.88	5*	3.75*	6*	3.81*	4*	3.25*	3*	3.67*
Automotive Diploma	6	3.69								
Aviation AAS	14	3.59	11*	3.31*	5*	3.48*	1*	3.00*	1*	2.90*
Aviation Diploma	7	3.43								
Aviation Plus	0	N/A	0	N/A	0	N/A	1	3.25	0	N/A
Business	4	3.68	3	3.90	4	3.43	3	3.29	9	3.71
Cardio Tech	1	4.00	2	3.88	0	N/A	0	N/A	0	N/A
Carpentry – Residential	6	3.13	12	3.48	6	3.70	0	N/A	0	N/A
Cisco	7	3.43	0	N/A	0	N/A	5	3.48	7	3.73
Collision Tech	0	N/A	0	N/A	0	N/A	5	3.00	8	3.68
Computer Tech	7	3.48	6	3.25	5	3.13	6	3.69	6	3.58
Construction Electricity	0	N/A	2	3.14	1	4.00	2	3.36	1	3.71
Criminal Justice	9	3.46	7	3.71	9	3.54	8	3.41	10	3.66
CVOP	0	N/A	7	3.19	9	3.11	5	3.43	0	N/A
Dietetic	0	N/A	0	N/A	0	N/A	0	N/A	2	4.0
Digital Marketing	0	N/A	0	N/A	0	N/A	0	N/A	3	3.33
Early Childhood	4	3.86	4	3.89	4	3.57	12	3.82	11	3.56
Electronics	4	3.20	10	3.45	11	3.34	7	3.56	0	N/A
Farm Ops	16	3.51	12	3.36	14	3.52	12	3.41	0	N/A
Fire Prep	3	3.60	7	3.51	0	N/A	2	3.90	4	3.35
Fire Tech	8	3.60	9	3.35	1	3.00	4	3.78	3	3.07
Firefighter – Paramedic	3	3.67	4	3.28	3	3.83	0	N/A	0	N/A

GIA	0	N/A	0	N/A	9	3.43	1	4.00	0	N/A
Hlth and Fitness Specialist	1	3.00	0	N/A	0	N/A	0	N/A	0	N/A
HVAC	12	3.35	7	3.47	9	3.62	8	3.61	11	3.35
HVAC - Plumbing	0	N/A	0	N/A	2	3.86	0	N/A	0	N/A
Imagery Analysis	14	3.48	12	3.43	2	3.80	0	N/A	0	N/A
Intro Arch Tech	0	N/A	0	N/A	0	N/A	6	3.81	8	3.92
Massage Therapist	5	3.66	4	4.00	0	N/A	0	N/A	0	N/A
Medical Admin	6	3.75	2	2.94	1	3.80	1	3.80	5	3.88
Medical Coding	1	3.55	5	3.15	3	3.70	3	3.48	4	3.66
Medical Office	5	3.82	4	3.13	2	3.70	3	3.83	4	3.78
Medical Trans	2	3.67	2	3.44	0	N/A	0	N/A	0	N/A
New Media Production	2	3.67	0	N/A	0	N/A	0	N/A	0	N/A
OTA	10	3.18	17	3.35	13	3.49	14	3.43	12	3.47
Paramedic	5	3.55	2	3.75	5	3.80	7	3.29	2	3.88
Patient Access	0	N/A	0	N/A	2	4.00	4	3.75	2	4.00
Pharmacy AAS	7*	3.79*	6	3.89	10*	3.75*	8	3.79	0	N/A
Pharmacy Diploma			1	3.50			6	3.69	2	3.50
Plumbing	15	3.63	7	3.93	9	3.70	11	3.47	6	3.83
PN All Campuses	0	N/A	45	3.29	0	N/A	0	N/A	0	N/A
Practical Nursing Distance	14	3.64	11	3.70	15	3.70	0	N/A	0	N/A
Practical Nursing EGF	24	3.79	27	3.72	31	3.25	0	N/A	0	N/A
Practical Nursing TRF, AAS	11*	3.58*	6	3.39	8	3.35	0	N/A	0	N/A
PN TRF, Diploma			1	3.00	8	3.71	0	N/A	0	N/A
Rad Tech	14	3.94	13	3.51	7	3.60	15	3.91	16	3.84
Respiratory Therapist	14	3.58	5	3.83	0	N/A	10	3.73	0	N/A
Sheet Metal	0	N/A	0	N/A	0	N/A	3	3.86	12	3.55
SMM (Sales, Marketing, & Management)	5	3.76	8	3.59	2	3.50	3	3.85	4	3.70
Supervisory Leadership	0	N/A	1	3.80	1	3.40	0	N/A	2	3.40
Surg Tech	11	3.57	13	3.80	12	3.39	15	3.66	10	3.84
UAS	3	3.50	4	3.06	0	N/A	0	N/A	0	N/A
Welding Manufacturing	0	N/A	0	N/A	0	N/A	2	3.62	1	3.77
Welding Process Certificate	4*	3.32*	6*	3.67*	0*	N/A*	2*	3.79*	0	N/A
Welding Process Diploma	0	N/A	0	N/A	0	N/A	0	N/A	1	3.88
Welding Tech	1	3.90	3	4.00	7	3.21	0	N/A	0	N/A

*Data for certificate, diploma, or associate degrees combined in reporting year.

Graduate exit surveys consist of questions tied to program learner outcomes. Responses are on a four point Likert scale (1=Strongly Disagree; 2=Disagree; 3=Agree; 4=Strongly Agree). Included on many program exit surveys are questions that closely map to institutional learner outcomes (for example, critical thinking and problem solving, professional workplace habits, communication skills, etc.) In this regard, overall survey results reflect to some degree on student attainment of Institutional Learner Outcomes. All results are self-reported. While a detailed analysis mapping specific questions within these surveys to specific ILOs would serve to provide some insight to ILO attainment by our graduates at the program level, results would be an indirect measure as the

results are student self-reported. With this in mind, the above results do, in general reflect a high level of self-reporting on strong attainment of outcomes.

For the 2018 Graduate Exit surveys, all programs except for two reported scores of 3.0 or higher – with students completing the survey having an overall positive view of the program. In the two specific programs which had reported lower than 3.0, both had a small return (2 and 1 students respectively). Further, on both surveys, one student indicated a response of 2/4 on one question, and all other responses were 3/4. Given the low response rate it, and that students on these surveys did not include any additional comments, it is difficult to draw a general conclusion. In both cases, the score was drawn to the attention of the supervisor and faculty.

Overall, for the college, the results here are strong with no concerning patterns when a low result on occasion does occur. A bigger concern here may be the overall response rates. In the Fall of 2018, Northland began a review how the surveys of graduating students and recent graduates are administered to see if adjustments in practices may gain a higher response rate. A new process was implemented beginning in December of 2018 for Fall term graduates, and will be continued. We should know as early as Fall 2019 whether the process improves the response rate.

Employer Survey (collected annually)

Summary of Results (data lags one year on employer surveys). [Not updated for 18-19.]

Program	2013*		2014		2015		2016		2017	
#Responses/Overall Average	#	OE	#	OE	#	OE	#	OE	#	OE
Accounting	0	N/A	3	2.95	1	3.50	0	N/A	3	3.59
Admin Assist	0	N/A	0	N/A	0	N/A	0	N/A	0	N/A
Admin Support	1	4.00	5	3.34	0	N/A	2	3.78	3	3.53
Advanced Rescue	0	N/A	0	N/A	0	N/A	0	N/A	0	N/A
Architectural AAS	1	3.31	3	3.89	4	3.23	0	N/A	2	3.66
Auto Body	0	N/A	1	2.47	2	2.23	0	N/A	2	3.12
Automotive	1	2.81	3	3.81	1	3.38	2	3.16	0	N/A
Aviation	4	4.00	2	3.47	1	2.83	1	2.28	1	4.00
Business	0	N/A	5	3.29	0	N/A	2	2.89	1	3.67
Carpentry - Residential	1	3.90	2	3.54	0	N/A	0	N/A	1	4.00
Computer Tech	1	3.40	1	3.06	1	3.70	2	3.38	1	4.00
Construction Electricity	4	2.37	8	2.78	3	2.85	0	N/A	1	3.67
Criminal Justice	6	2.87	7	3.35	1	3.47	0	N/A	3	3.58
CVOP	2	3.50	1	3.50	2	3.79	0	N/A	0	N/A
Early Childhood	0	N/A	1	4.00	3	2.76	1	3.60	2	2.97
Electronics	9	3.37	1	4.00	4	3.08	2	2.42	2	3.03
Farm Ops	3	3.60	1	3.73	2	3.23	2	3.86	2	3.46
Fire Tech	1	3.94	1	3.40	2	3.12	1	3.00	0	N/A
GIA	0	N/A	0	N/A	1	3.80	0	N/A	0	N/A
HVAC	9	3.37	1	2.93	1	2.91	2	3.13	2	2.83
Imagery	0	N/A	1	4.00	1	3.75	0	N/A	0	N/A
Medical Admin	0	N/A	2	3.61	0	N/A	0	N/A	0	N/A

Medical Coding	1	3.07	0	N/A	2	3.47	0	N/A	0	N/A
Medical Office	0	N/A	0	N/A	1	3.56	0	N/A	1	3.00
New Media Production	1	3.25	0	N/A	0	N/A	0	N/A	0	N/A
Pharmacy Tech	6	3.43	1	3.36	1	2.79	1	3.07	1	4.00
Plumbing	1	3.07	1	3.75	1	1.62	1	3.18	1	3.21
Practical Nursing – All Locations	0	N/A	0	N/A	0	N/A	0	N/A	18	3.22
Practical Nursing - Distance	2	2.94	0	N/A	3	2.92	2	3.03	6	3.41
Practical Nursing - EGF	5	3.16	8	3.31	9	3.58	16	3.63	4	3.60
Practical Nursing - TRF	3	3.33	2	3.08	2	3.13	4	3.31	8	2.88
Sales, Marketing, & Manage	4	3.68	3	3.47	1	4.0	2	3.89	0	N/A
Welding Process Technology	5	3.03	2	3.87	0	N/A	0	N/A	0	N/A
Welding Technology	2	2.82	2	3.08	1	3.35	0	N/A	2	2.44

Employer surveys request employers to rate Northland graduates in several areas, including those related to quality of work, efficiency, adaptability, and initiative. Employers also rate graduates in areas pertaining to program specific knowledge and practice, and ask employers whether they would hire graduates of the program again. Responses are on a four point scale (1=Poor; 2=Adequate; 3=Proficient; 4=Excellent). Note: This scale is not the standard Strongly Disagree through Strongly Agree.

Four program areas in 2017 had a score below 3.0 (proficient) overall result reported. Of these program areas – Early Childhood, HVAC, Practical Nursing, TRF, and Welding Technology – just one has a three of five years (a majority) scoring below a 3.0. The supervisor in this program area (HVAC) plans to work with the program during the 2019-2020 academic year on specific matters related to this pattern of concern from employers. Faculty within the remaining three areas were alerted to the 2017 results and asked to visit their supervisors on issues of concern from the results.

Looking more holistically at the results, Northland clearly needs to improve the response rate with these surveys. This issue was considered along with the response rate for Graduate Exit Surveys (see previous section). We hope to see improvement for 2019.

College – Other Regular Surveying

Campus Climate – Employee

- Conducted: 2018. Personal Assessment of the College Environment (PACE). Full Executive Summary and report available in IR Workspace.
- 104/263 employees (39.5%) responded. Survey contains 46 standard PACE items. It contained additional elements specific to Minnesota State.
- Overall mean score is 3.616 on a 5-point scale. Faculty: 3.730; Staff: 3.532; Administrators: 3.486.
- Top Five Mean Score Areas:
 - o The extent to which this institution prepares students for a career, 4.293 (#35)
 - o The extent to which I feel my job is relevant to this institution's mission, 4.255 (#8)
 - o The extent to which students receive an excellent education at this institution, 4.137 (#31)
 - o The extent to which this institution prepares students for further learning, 4.127 (#37)
 - o The extent to which my supervisor expresses confidence in my work, 4.049 (#2)

- Bottom Five Mean Score Areas:
 - o The extent to which information is shared within this institution, 2.981 (#10)
 - o The extent to which this institution is appropriately organized, 3.000 (#32)
 - o The extent to which I have the opportunity for advancement within this institution, 3.021 (#38)
 - o The extent to which decisions are made at the appropriate level at this institution, 3.098 (#4)

The executive summary was shared with President's Council in August, 2019. Top five and bottom five areas were shared with the college community at the August 21, 2019 in-service. Steps to address areas of concern will be further addressed through President's Council, initially.

Campus Climate – Students

Campus Diversity Climate from Minnesota State Accountability Dashboard (Board of Trustees) provided us with this information:

Our FY2016 CCSSE results for Campus Diversity Climate was a 13.5, compared to a 13 in FY2014, 13.2 in FY2012, and 13.3 in FY2010 and FY 2008. This score remains fairly flat, though is within 0.2 of the Minnesota State target of 13.7 for FY2016.

The Minnesota State Board Accountability Dashboard no longer tracks this, and so we do not have ongoing data for this. While we do have some results from CCSSE that lead to climate, we do not currently have a comprehensive survey. This is an area for development.

Technology – Employee (Annually)

2019 Technology and Facility Survey conducted. N=34. Specific requests were reviewed and acted upon as determined appropriate. Examples include the addition of Airtame wireless projection capacity for several classroom and specific printer needs.

Technology – Student (Annually)

2019 Technology and Facility Survey was conducted. N=178. Overall, students indicated a high level of satisfaction, with just fourteen students indicating "somewhat satisfied." No students indicated they were dissatisfied.

Regarding availability of labs and cyber areas, approximately 65% indicated they used their own laptop. Charge stations with lockers for phones and laptops were added to each campus.

Student Affairs Key Performance Indicators

In development.

- Student Affairs and other functions – e.g. business office, bookstore, etc.

Advisory Board Meeting Summary

Advisory Board Meeting minutes are posted:

http://www.northlandcollege.edu/employees/committees/advisory_boards/

Each Fall semester both the EGF and TRF campuses host an advisory board dinner with meetings. EGF hosts an additional advisory board dinner with meetings in the Spring term. Many of the programs on each campus attend these, but are responsible to hold two meetings a year (one each term) regardless of their participation in the college organized dinner event.

Summary of HLC Quality Initiative activities for year

The next HLC Quality Initiative will not begin development until approximately 2023.

Northland Highlights for Year

Bulleted list of institutional highlights (e.g., major grant awards, national or regional awards or recognition, etc.).

- HLC Assessment Academy completed work on ILOs 2 and 3.
- Received NCAT Grant (\$6.9m) in June, 2019.
- Wallet Hub: #5 two-year college in nation.